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The main societal goal for academically retarded individuals is to make them happy, self-accepting, participating parents and citizens in non-skilled or semi-skilled vocational fields. To fulfill this objective, the school assumes a major responsibility in helping the retarded child to develop personal adjustment, social adequacy, a sense of values, and basic skills. As is true with every learner, the retarded child has to experience to learn. It is, therefore, the school's obligation to provide situations in which each child can actively participate.

In planning unit organizations, the teacher should: determine the purpose of the unit; formulate a list of desirable outcomes based on what the students want the unit to do for them; develop suggested approaches; develop activities of experience such as field trips, research work, and class discussion; develop suggested materials; and consider possible culminating activities. Evaluation is also an essential aspect of the program, and the teacher should check each part of the program plan to see that it is consistent with the program aims.

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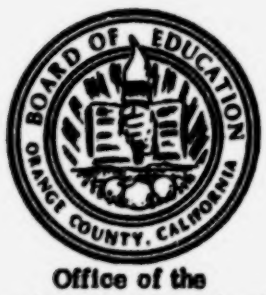

Office of the
Superintendent of Schools
Orange County

UNIT ORGANIZATION FOR TEACHING

THE EDUCABLE MENTALLY RETARDED

by

Linn Hutchinson, Consultant
Education for the Mentally Retarded

Bulletin EM-3708
Educational Services Division

Office of the Orange County
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1104 West Eighth Street
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PREFACE

The unit is more than just merely "another device" of organizing the learning situation. It has long been an accepted technique in the modern school. It is consistent with sound educational philosophy and with up-to-date psychological principles of learning. Academically retarded children require a school situation whereby the content within the learning experiences is realistically related and integrated. This relatedness of content along with the fact that retarded children need relatively more emphasis on concrete rather than abstract learning experiences makes unit teaching particularly appropriate in order to meet varied interests, purposes and abilities of these pupils.

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Linn Hutchinson

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SECTION I

INTRODUCTION

As is true with every learner, the retarded child has to experience to learn. It is, therefore, the school's obligation to provide situations where each child can actively participate in doing--observing, collecting, creating, cooperating, consuming, receiving, communicating, reacting, experimenting, practicing, controlling, leading, following, obeying, recording, evaluating. In short, the learner is experiencing and this experiencing is the process of learning.

A school system's philosophy of education determines the content for learning and thereby determines the products of learning. In general, the main societal goals for academically retarded individuals are to make them happy, self-accepting, participating parents and citizens in non-skilled or semi-skilled vocational fields. Before a teacher can provide an adequate program for each pupil, she must answer this essential question, "What should be the desirable educational outcomes for this particular pupil?" Some considerations, generally accepted by specialists in the field, are offered here.

The child who goes through a special education experience should have had additional opportunity to develop satisfactory personal adjustment. He needs to know how to live with himself. Perhaps the slow learner needs to be provided with more and varied situations where he learns to adjust to others. If he is to become a moral person, opportunity must be provided where he continuously can make value judgements. The retarded individual in our society needs to accumulate many facts

and understandings, but he should not have had his learning opportunity in these respects jeopardized by an attempt to mass a "batch" of non-essential, non-functional information. Perhaps because retarded children have more difficulty than normal children in transferring their gained knowledge from one situation to another, the school has a primary responsibility to help these children develop definite and generally quite specific usable skills--how to cook hot cakes, how to fix a light cord, how to write a check, etc. Whereas normal children may more easily learn how to do things by watching others or through vicarious reading experience, whenever possible the retarded child should be placed in activities where learnings are firsthand. Too frequently children are taught to say the "right" words without any real understanding. Verbalization should be carefully considered before being taught. For example, we may have the students repeat the pledge to the flag as rote verbalization if the aim is to avoid embarrassment in public situations or in order that these children may act as other youngsters do. We must realize, however, that the verbalization, in itself, does not assure us an understanding of respect for the flag or of American idealism.

In review, we note that the products of learning are the development of personal integration, social adequacy, sense of values, usable understandings, and basic skills. The question now may be raised, "What type of instructional organization seems to meet the needs of retarded pupils?" Possibly a safe answer, in effect, is that effort should be toward the de-emphasizing of the subject-centered (assign, study, discuss, test) approach and establishing a more child-need-centered one, organized around integrated functional units which bring the learning

experience close to and a part of ongoing living. It is the purpose of this paper to outline a few suggestions for planning and developing such a unit. The following outline is general in nature and its suggestions may be applied to any maturity level.

SECTION II

THE UNIT OF WORK

The use of the term "unit" by itself is easily understood. The expression implies unity, oneness or wholeness. The confusion and lack of agreement as to the meaning of the term in the expression "unit of school work" stems chiefly from the source of unity. Around what shall we unify the teaching-learning situation? Shall our main purpose be the development of an understanding of an organized body of subject content as the unifying factor, or shall the unifying experience be determined by the particular needs, purposes and interests of the retardate as a learner?

Under the heading, "Curriculum for the Retarded is Planned Preparation for Living," Williams states that "Much of the teaching is organized around units." He continues:

> In a grocery store unit, for example, the child may learn many things: making change, adding up bills, computing prices, and even prevocational skills, such as checking stock, operating a cash register, courtesy to customers, and personal responsibiltiy. (14:14)

For teachers, and others concerned with teaching methodology for the educable mentally retarded, unit organization may be classified operationally under two general headings: Subject-Matter Oriented Units and Life-Function Activity Oriented Units. It is not our purpose to get involved in a semantic argument on definitions. Both types listed contain subject matter, processes and experiences. The author is aware that the "life-function need" of a gifted (or other) child might be highly abstract and subject-matter oriented in content. For our purposes, we propose these differential definitions: (2:390)

1. Subject-Matter Oriented Units have a central theme around a specified content of subject matter, with learning outcomes to be acquired from experiences with the subject matter itself.

2. Life-Function Activities Oriented Units are organized around persisting and functional purposes of the learner. The learning outcomes derived from participation in ongoing, practical learning activities.

Perhaps several pages could be developed to demonstrate philosophical, psychological and organizational differences in emphasis between subject-matter oriented and life-function activity oriented units. A few of the more salient differences adapted from various sources are presented below:

SUBJECT-MATTER ORIENTED	LIFE-FUNCTION ORIENTED
Limited in content range emphasizing mastery of largely abstract subject matter.	Experiences based on the life needs of the learner.
Adult oriented with the prime verb "to teach."	Learner oriented with the prime verb "to learn."
Subject matter organized logically.	Experiences organized psychologically around needs of the learner.
Taught as isolated information to be learned.	Learning outcomes acquired as an outgrowth of the purposes of the learner.
Purposes and procedures largely dictated.	Learner (under careful direction) allowed and encouraged to participate in the development of his own learning.

SUBJECT-MATTER ORIENTED (continued)	LIFE-FUNCTION ORIENTED (continued)
Learning largely mechanical and repetitive.	Learning largely functional and immediately usable.
Accumulated information.	Learning based on the experiences of actually doing here and now.
Methodology chiefly one of formal assignments, recitations, and testing.	Experiences cooperatively planned from extensive sources; varied learning activities.
Same assignment to the whole class.	Varied activities provide for individual differences in learning capacities and in need.
Motivation is largely extrinsic--marks, reports, etc.	Motivation is largely intrinsic---desire to learn, individual acceptance, etc.
Source of information largely derived from texts and other books.	Source of information an outgrowth from firsthand experience through actual doing or manipulating of real life activities.
Relatively fixed schedule in time.	Flexible programming based on interests and needs of learner.
Preparation for the future.	Provides opportunity to experience developmental situations which are accepted, meaningful and desirable.

SECTION III

EDUCATIONAL PHILOSOPHY AND EDUCATIONAL PSYCHOLOGY UNDERLYING THE UNIT PLAN OF ORGANIZATION

A. PROPOSED AIM AND METHOD

From the philosophical frame of reference the fundamental question that must be answered is, "Should the learning outcomes be judged as a result of the amount of subject matter learned as such, or in terms of the development of the student as a well-rounded person?" Our contention is that the educational aims should be the latter and that the learning experiences should be as highly practical as possible. With automation as an ever increasing displacer of non-skilled workers, it becomes more imperative that the retardate be kept in school and give an adequate background culminating in usable skills salable on the labor market.

From the previous list of differences between the "subject-matter unit" and the "life-function unit," it can be noted that the later is an attempt to get away from the formal, mechanical daily recitation and rigid lesson plans. The life-function oriented unit affords a means of gradual growth of the learner through active participation in a meaningful learning situation organized around the retardate's needs, purposes and interests. We see this method then as a part of up-to-date education with its application of sound psychological principles of learning.

B. SOME GENERAL PSYCHOLOGICAL CONSIDERATIONS

Certain principles are basic to the learning process whether the child be a slow, average or fast learner. Some aspects of experience for learning are: (1) the child must feel the need (consider the learning worthwhile); (2) the learner must accept the learning activity; and (3) finally he acts on it (engages in an activity of doing). In brief, "One learns what he accepts to do." Other laws of learning concerned with motivation, acquisition of understandings (and feelings), retention of information, etc., also are vitally involved.

Alice V. Keliher in commenting on the complexity of learning noted that:

> It involved dimensions of <u>feeling</u>, <u>interest</u>, <u>curiosity</u>, <u>courage</u>, <u>readiness</u>. Learning that lasts is somehow <u>life</u>-<u>connected</u>. Learning for good living is <u>value</u>-<u>connected</u>. Good teaching therefore is multi-dimensional; facts are rooted in concepts, values are involved, life connections are apparent. The younger the child the more immediate should the life-connections be. Experiences of real depth, richness and challenge are essential. (4:41)

The special teacher of the academically retarded has to contend with meeting the needs of the slow-learner. She must therefore keep in mind certain factors with respect to the learning experience and materials which apply more specifically to the slow learning child. These are highly vital to his learning. Following is a list of suggestions to consider: (7)

1. The learning experience must be carefully selected. These children cannot adjust to improperly geared materials as well as their more apt peers.

2. Opportunity must be provided to re-work the learning activity in a variety of ways. Instead of assigning repetitious drilling, new approaches must be provided to the problem at hand.

3. Each step of procedure must be carefully planned and presented. Much of the old and a little of the new must be presented. Slow learners, in general, are easily distracted, and have short attention spans. They should be made to feel secure.

4. Multi-sensory learning experiences should be provided. Opportunities to see, to hear, to touch should be offered. Kinesthetic experience--speaking, acting and manipulation should be emphasized. These pupils have trouble with abstractions.

5. Goals should be established which are more immediate and concrete than for regular pupils of corresponding age.

6. Emphasis should be placed on the provision of real life experiences for these children.

7. The need for constant evaluation (and re-evaluation) is indicated for all pupils, but becomes a more vital need as children deviate.

8. Inasmuch as the slow learner is more likely than the average to have physical limitation, the teacher should be alert to this eventuality and, if necessary and possible, take steps to have the difficulty corrected; if not possible, do what she can to compensate for the deficiency.

9. Frequently slow learners come from a somewhat impoverished socioeconomic background. It then becomes the teacher's responsibility to enrich each child's cultural experience through the arts, opportunity at socializing by group participation, as well as enlarging the content (subject) information.

10. The children should be given opportunity to function in as normal a social setting as is practicable. They should develop social behavior within a somewhat limited range of activities to allow them to learn the commonly accepted social graces.

11. It is of prime importance that these children be given an opportunity to experience success.

12. The home should augment the school's program by enriching the child's experience. Parents should allow the child to participate in family discussions, decisions, etc.; provide work tools and recreational materials; take the child on a variety of trips and outings; accept the child socially. High social acceptance can compensate for limitations elsewhere.

13. Slow learners are better equipped to adapt to unskilled or semiskilled rather than to the highly skilled fields of work. Opportunity to develop prevocationally along these lines should be provided. The development of negative attitudes should be avoided. The children's (and their parent's) aspirations should be kept at a reasonable level.

14. Due to the fact that but few educable mentally retarded children will assume roles of managership or directorship, most of them should be conditioned to accept the decisions of others. Teachers, therefore, help the less capable develop value judgments so they are not led into undesirable social or work situations. They are not to be exploited.

15. Inasmuch as these boys and girls are subjected to more threatening situations than the average, all efforts should be made to provide them with a less frustrating environment. They should, however, be provided with opportunities to experience failure.

16. Because the academically slow learner has limited ability in transferring learnings from one situation to another, he needs a unified curriculum rather than the too typical disjointed curriculum built along subject lines. (7)

C. OTHER BASIC PRINCIPLES OF LEARNING

Due to our somewhat emphatic contention that life-function activities as learning experiences are compatible with commonly accepted principles of learning, perhaps we should look at some of these principles:

1. The total environment of the learner is the source of all new meaning.

2. Knowledge is the product of an experience, it does not exist <u>a priori</u>.

3. Behavior should be progressively controlled by the individual through "intelligent acting or thinking."

4. Efficient, functional, permanent learning takes place to the degree that there is purpose, interest, and recognized need on the part of the learner.

5. The human organism acts (behaves) as a unitary whole.

6. Human behavior is the result of the constant effort on the part of the organism to maintain equilibrium and balance.

7. Motivation consists of stimulating interest or curiosity by disturbing the equilibrium of the learner.

8. "We learn to live; we live to learn."

9. Effective intelligence is the product of innate abilities and properly directed educational experiences.

10. Learning involves "association" of previous learning with the present situation, and the "creation" of new responses (patterns of behavior).

11. Experience is the fundamental basis of learning.

12. Learning is a growth process.

13. "One learns what one accepts to do." Learning is the result of inner direction.

SECTION IV

SELECTING AND PLANNING THE UNIT OF WORK

Choosing the unit. One of the early problems which confronts the teacher who has become interested in the unit techniques is how to select the units. Unit experience, as any learning experience, should be properly articulated with the whole course of study. To jump into unit construction merely because one considers it the accepted "fad" without consideration of factors of maturation, developmental sequence and breadth of offering, is inviting undue complication. Such procedure must surely result in unnecessary repetition and in crass omissions of experiences which are considered to be necessary learnings for all. First of all then, unit planning insofar as practicable ought to be cooperative in nature. District special education staff in consultation with their own curriculum coordinators and state and county specialists are advised to establish broad areas of life functions under which activity units can be developed appropriate to the maturity level of the pupils taught. The Illinois Guide lists ten broad life function areas: Citizenship, communication, home and family, leisure time, management of materials and money, occupational accuracy, physical and mental health, safety, social adjustment and travel. (8:11)

These would provide an appropriate and useful set of categories under which suitable experiences can be listed in the development of an integrated scope and sequence outline.

Martens took a strong stand for broad functional units and illustrated with a quite comprehensive outline of a unit on "Foods as a Part

of Daily Living." (11:21) Thorsell (13:179-180) presents information from a Pennsylvania State University Curriculum Guide which outlines developmental levels which expand through "selected areas of understanding." The developmental levels listed were:

Primary - The Immediate Community.

Intermediate - The Widening Community.

Junior High School - Introduction to the World of Work - Practical Implications of Responsibility - Home and Family Living.

Senior High School - The Working World - Homemaking and Family Living. (12:4)

Content suggestion in the guide were grouped around basic personal and social needs as they related to People and Human Relations; the Body and Bodily needs; Travel and Communication; Homemaking and Family Living; Occupational Education; Spiritual and Moral Values, and Meanings. (12:4-5)

Suggestions for expanding the learnings and experiences of the intermediate groups' study of the widening community were presented in the following sub-topics:

People and Human relations involving personal and group behavior--lay, government and authority
Food--a community problem
Shelter--a community problem
Clothing--a community problem
Health and Hygiene--a community problem
Safety--a community problem
Recreation--a community problem (12:24)

For the past number of years the Altoona, Pennsylvania School District has been using "unit plan" organization in their senior high school with intensive concern for vocational education including on-the-job work experience. In their publication, "Occupational Education in th the Altoona Senior High School," they state:

> . . .that unless practical, daily life application of academic skills was taught there would be little transfer of training made by the pupil when he encountered these daily life problems. The unit teaching seemed to be the best solution. (1:71)

Altoona has organized its special secondary curriculum around a number of "basic areas" involving civic, social, financial and homemaking skills. (1:2) Personality adequacy is emphasized. (1:30)

An intensive follow-up study of Altoona graduates (1957-1958) revealed some interesting facts:

Reading - 33% of the jobs required no reading. The remainder required only label or repetitive reading of a rather standard list of words.

Writing - 69% of the jobs required no writing function other than signing their pay check. Remainder of the writing was frequently filling in tally marks.

Arithmetic - 10% performed no arithmetic functions and an additional 47% used none higher than counting. Only 5% to 6% used any process higher than third or fourth grade level. (1:67)

The justification of Altoona's functional program is apparent when one considers the success of their graduates. Results of the above mentioned study revealed "that 42% of this group (EMR) had an annual income greater than the (then) current Pennsylvania salary paid a beginning teacher who is a graduate of four-year college program ($3,600)." (1:66)

References have been made to some generalized guides and sources regarding the broad aspects of special education programming. Little has been said with respect to the planning of the resource unit. Already, the reader perhaps has posed the question, "Where shall one look for teaching units?" The answer is that we do not look for units; we develop them ourselves.

Where can we turn for suggestions on unit planning and samples of developed units. Modern courses of study contain instructions along with suggested source materials, activities, evaluation tools, etc., on how to develop units. A modern school system would do well to obtain a wide

selection of such courses. However, before collecting resource information and curriculum suggestions some precautions should be considered. Thorsell lists practices in special education teaching which unfortunately are still all too common. She described much unit teaching in special classes as:

> Haphazard selection of unit topics most of which have been borrowed from regular elementary education. Worn out unit topics which have been borrowed from published curriculum guides and work texts for mentally retarded. Short experience activities which are isolated and sandwiched between formal subject matter presentation. (13:177)

With the above precautions in mind the following suggestion for sources to aid the teacher in selecting units are:

1. The ongoing activity of the class is the best source.
2. Perhaps your district curriculum library has some source volumes.
3. One source might be adopted text books with whatever supplementary materials the local system affords, providing one adapts and is creative.
4. Ideas for units may develop from commercially mimeographed or printed collections, subject to careful evaluation.
5. Other ideas for units may arise from such additional sources as follows:

   Seeing exhibits.

   Attending professional lectures.

   Consulting with colleagues.

   Consulting with curriculum coordinator and other specialists.

   Enrolling in modern methods courses.

   Reading professional literature regarding curriculum and learning activities.

In general, we may indicate that areas of work can be selected

on the basis of (1) students' natural interest and needs; (2) a well developed course of study; and (3) the objectives of education for retarded pupils.

Planning the unit. It needs to be understood that the life-function unit requires careful advanced planning and preparation by the teacher. She should determine, (1) What are the desired outcomes of education which this unit will contribute; (2) What learning experiences will result in the desired outcomes; (3) What materials are needed to carry out an effective unit; and (4) How shall the unit properly (probably) develop in the classroom.

A suggested guide is submitted below. It would, no doubt, be a good procedure for each special school staff of the EMR to develop cooperatively an outline of its own.

I. Statement of the Purpose of the Unit (Special Objectives)

   A. Teacher's tentative list in terms of:

      1. Understandings, informations, generalizations.

      2. Attitudes, appreciations, interests.

      3. Special abilities.

      4. Skills, techniques.

      5. Desirable intellectual, emotional, social or personality traits.

      6. Desirable physical developments.

      7. Subject matter outcomes.

   B. Pupils' list of desirable outcomes (What do we expect that students will want the unit to do for them?)

II. Overview (Generally in narrative form).

A. Importance of the unit, justification.

B. Point of view, etc.

C. Sequence, articulation of the unit to other courses.

III. Develop Suggested Approaches.

A. Make a brief account of how the unit may be introduced. Give consideration to various approaches.

1. A challenging speaker.

2. An appropriate movie.

3. Use of the bulletin board.

4. Group, school, or community project.

5. Current developments, etc.

IV. Develop Suggested Activities of Experience (Should later be developed with the students.)

A. Make a listing of possible activities. (The possibilities here are almost unlimited.)

1. Field trips, excursions, participation in local affairs.

a. List worthwhile places to go.

2. Construction Activities (stage sets, models, exhibits, and so on).

3. Discussion and reporting activities (class discussion, forums, panels, outside speaker, and so on).

4. Experimental and research activities (library work, investigation, interviews, experiments).

5. Creative, appreciation, artistic activities (painting, writing, drama, speaking, and so on).

6. Appreciation Activities (provide active participation in art, drama, literature, rhythmic and music activities within the learners level of comprehension).

V. Develop Suggested Materials.

A. As early as possible, the teacher begins to assemble usable materials for the unit.

1. Order necessary visual aids, pamphlets, and so on.

2. Collect and file news clippings, pamphlets, and other source material.

3. Consider what references, sources, will be needed.

4. Anticipate such needs as construction material, art supplies.

5. Do not overlook free and inexpensive materials (Many concerns distribute excellent materials. In accepting free materials from commercial concerns, be careful for propaganda.)

VI. Develop Suggested Culminating Activities and Evaluation Activities for the Unit (This does not imply that experiences end with the unit. Each unit should lead to other units.)

A. Consider and make a list of possible culminating activities.

1. Present and exhibit.

2. Dramatize or stage a program or puppet show.

3. Conclude with completed composite report or notebook.

4. Demonstrate the acquisition of some skill (e. g., life-saving, preparation and serving a meal, basic understandings, etc.)

SECTION V

CRITERIA FOR EVALUATING THE UNITS

Evaluation is an essential part of every learning situation. While the teacher is developing the unit, she should check each aspect of her tentative plan to see that (1) it is consistent with the general aims of education; (2) it contributes to the specific objectives of the unit; (3) it provides for the needs and interests as found in the ongoing life of the pupils; (4) it is at the proper maturity level of the learner; (5) its is consistent with sound psychological principles of learning; and (6) it utilizes to best advantage the local resources of the community. Evaluation should be a continuous process and participation in evaluating activities should be done by teacher and pupil alike. Numerous criteria have been set for evaluating units and are available in books, courses of study, and in periodical literature. (3:253 ff.), (9:209 ff.), (10:174-175) Fundamentally, they all cover the same essential points and include the following: Cite evidence that the unit:

1. Is related to and consistent with the ongoing life experiences of the learner, with outcomes (skills, understandings, values, appreciation) that are realistic and socially acceptable.
2. Is geared to the proper maturity level of the learner.
3. Is organized with goals that are immediate but have continuing social significance.
4. Is practical within the framework of the school system.
5. Is set up to handle a wide variety of individual differences in interests, ability and specific skills.
6. Is set up to handle a wide variety of individual differences in physical, mental, social, and emotional makeup.

7. Is directed towards socially desirable outcomes.

8. Is contributing to the total learning in a proper sequential order. It developmentally fits into the learning pattern and sets the stage for following activities.

9. Is of a length and scope comprehensible to the learner.

A caution is made by the Altoona staff regarding technique of evaluating student progress. (1:60)

> The recognition of the fact that the retarded pupil is generally handicapped by reading limitations will be a major factor in determining the method of evaluation of subject matter comprehension. It is <u>not</u> necessary for the pupil to be able to read, comprehend, and write a grammatically correct answer to a written examination in order to demonstrate a practical knowledge of the fundamentals taught in the various units.
>
> Experience has shown that oral examinations and/or demonstrations of required skills are as valid and perhaps more realistic and life-like than written examinations as measurements of student adequacy in unit understanding.

SECTION VI

SUGGESTIONS FOR TEACHING A UNIT OF WORK

A. Orientation

1. For the teacher.

   a. Present a succinct viewpoint concerning functions, materials and direction of the unit.

2. For the student.

   a. Presentation of the unit as a whole.

B. Planning

1. Students and teacher decide on the problems to be solved.

2. Students and teacher decide what materials are needed.

3. Students and teacher decide how to obtain the materials.

4. Activities should be worthwhile.

   a. Solution demands information, meaning, skills, and techniques.

   b. Problems should be varied and rich.

   c. Activities should lie in the interest field of the majority, but provide for the needs of each participant.

   d. Students should be allowed to make selection.

   e. Don't expect to use all the suggested activities.

   f. It is probably advisable to emphasize the "doing" aspects of the activities.

      (1) Excursions; discussions with partners and others; examination of forms, supplementary materials, applications, and so forth.

      (2) Activities may be done on an individual basis, or by the whole group.

   g. Effort should be made to get the student to engage in a variety of activities.

C. Summarization of findings

1. Clinch the important learnings.

   a. Oral discussion, individual or group written reports, construction projects, and so on.

2. Help the pupil see the need for the synthesis.

D. The appraisal or evaluation.

1. A good indication is the culminating activity in which the learnings are reorganized and demonstrated in new form.

2. Evaluation should be continuous and largely incidental.

3. Some learning products such as particular knowledge, meanings, and skills, may be isolated and evaluated by appropriate demonstration, application and so on.

4. Appreciation, attitudes, cooperation, ability to select worthwhile problems, social growth, ability to use old learnings for new ends, and so forth, must be appraised by methods other than tests.

5. A variety of methods of evaluation should be employed. Some characteristics we should be aware of are:

   a. Determination to learn.

   b. Direction of purpose, organization.

   c. Evaluation of findings.

   d. Power to discover.

   e. Ability to solve problems.

E. Schedule of the Time element--time divided for such activities as:

1. Group discussions.

2. Consultation with smaller groups.

3. Hearing and discussing reports of committees.

4. Working with class in planning and summarizing the learnings, etc.

5. Should not develop a set procedure.

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